



Conclusion



CHILDREN learn best when they feel safe, secure, and respected. Incidents of targeted violence surveyed by the U.S. Department of Education and the U.S. Secret Service were documented in the publication titled *Final Report and Findings of the Safe School Initiative*. The report intensively examined 41 persons who had committed 37 of the school shooting incidents and brought to light the significance of bullying by peers and the effects of bullying on students across the country. In one instance most of the attacker's schoolmates described the attacker as "the kid everyone teased." In witness statements from that incident, schoolmates alleged that nearly every child in the school had at some point thrown the attacker against a locker, tripped him in the hall, held his head under water in the pool, or thrown things at him.³⁶

This document, *Bullying at School*, is designed to help schools to recognize bullying and other behaviors motivated by hate or bias and to help communities to develop and implement effective strategies for maintaining respect and understanding among citizens. The document describes the causes of bullying and the influences on bullying and shows how the fear bullying creates among targets and students who witness events can permeate the climate of the school that tolerates it or that fails to recognize bullying and respond to it. The purpose of the document is to encourage schools to recognize the link between bullying, victimization, and various forms of school violence and to undertake efforts to train personnel, families, caregivers, and students in research-based methods that help them respond to and reduce bullying and hate.

³⁶ *Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States*. U.S. Secret Service and U.S. Department of Education, 2002. To order, call 1-877-4ED-Pubs or download at <<http://www.ed.gov/offices/OSDFS/publications.html>>.

Sample Student and Staff Surveys

THE following sample questions may be used by schools to assess the level of bias, hate, or bullying behavior in their schools. The survey is adapted from the Days of Respect Program, developed by Ralph J. Cantor, Paul Kivel, and Allan Creighton, veteran teachers and founders of the Oakland Men's Project. The program was developed to bring students, teachers, parents, administrators, and the community together to build respect and stop violence at Albany High School in Albany, California. It has served as the foundation for teaching student leadership and violence prevention in schools across the state. The program received the 1995 Award of Excellence from the California School Boards Association.

Sample Student Survey

	<i>All of the time</i>	<i>Most of the time</i>	<i>Some of the time</i>	<i>Not at all</i>
1. Students treat each other with respect at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Students treat teachers with respect at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Teachers treat students with respect at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teachers treat each other with respect at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel a part of school life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I feel recognized and supported for who I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I feel comfortable walking through the halls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I feel safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Students at this school respect differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My racial, ethnic, cultural, and religious beliefs are respected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I have personally experienced discrimination at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Administrators respect differences at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Teachers respect differences at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Students are respectful of others' personal sexual orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. This school is safe for lesbians, gays, or questioning youths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Male and female administrators are respectful of each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Male teachers are respectful of female students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Female teachers are respectful of male students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Students and faculty are respectful of people with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Used by permission of Ralph J. Cantor, cofounder of the Oakland Men's Project.

I have experienced (or witnessed) incident(s) where my ethnic, racial, or cultural group was disrespected. Yes ☐ No ☐ If yes, briefly describe the incident(s).

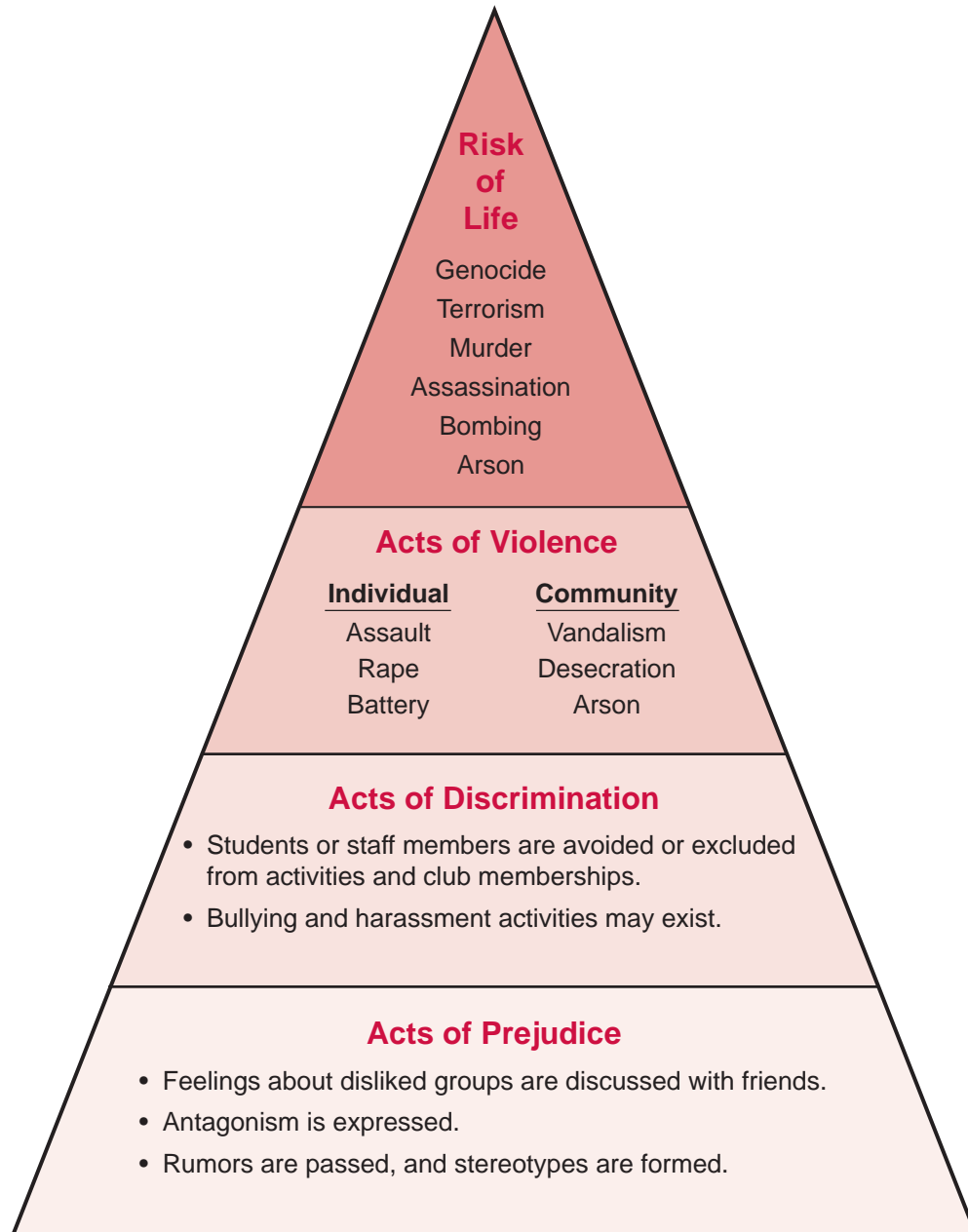
I have contributed to ethnic, racial, or cultural disrespect. Yes ☐ No ☐ If yes, briefly describe the incident(s).

Sample Staff Survey

	<i>All of the time</i>	<i>Most of the time</i>	<i>Some of the time</i>	<i>Not at all</i>
The following four questions pertain to students:				
1. Most students are well included in campus life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Most students treat each other with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Most students treat teachers with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Special-needs students are included in our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The following seven questions pertain to faculty:				
5. I believe I am an included member of the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am happy to be at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Teachers treat colleagues with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Administrators treat teachers with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I feel supported at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I enjoy joining other teachers at lunch.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The humor among staff is respectful (i.e., not at the expense of others).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The following four questions pertain to the school community:				
12. People accept cultural differences on this campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. People accept differences in sexual orientation on this campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. People accept racial differences on this campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. People accept socioeconomic differences on this campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add comments that would help to better understand the climate for the staff and the student body and the relations between staff and students at this school. Include examples of typical incidents if appropriate.

Type and Severity of Bias Behaviors



Adapted from A World of Difference © Institute Anti-Bias Study Guide (Secondary Level). New York: Anti-Defamation League, 1998; and *Guidelines for Law Enforcement's Design of Hate Crime Policy and Training*. Sacramento: Commission on Peace Officer Standards, 1999.



Sample School District Policy for Prevention of Bullying

To ensure that California schools act promptly to resolve disputes, taunting, harassment, or bullying, the Legislature and the Governor enacted Assembly Bill 79 (Chapter 646, Statutes of 2001). This bill amended *Education Code* Section 35294.2 to include subdivision (g) directing the California Department of Education (CDE) to develop sample model policies. The model policies are available on the CDE Web site <<http://www.cde.ca.gov/spbranch/ssp/bullyhmb.htm>>.

The sample policy for bullying prevention reads as follows:

The _____ School District believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

The _____ School District will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The _____ School District expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff members are expected to immediately intervene when they see a bullying incident. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while they are traveling to and from school or a school-sponsored activity off-site, during the lunch period whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, the _____ School District will provide staff development training in prevention of bullying and cultivate acceptance and understanding in all students and staff to develop each school's ability to maintain a safe and healthy learning environment.

Teachers should discuss this policy with students in ways appropriate to their ages and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Each school will adopt a Student Code of Conduct to be followed by every student while he or she is on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to, the following actions and consequences:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

If the complainant student or the parent of the student believes that the investigation or complaint was not resolved appropriately, the student or the parent of the student should contact the principal or the school office. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited to, the following:

- All staff, students, and parents will receive a summary of the policy prohibiting bullying at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep confidential a report of bullying and the results of the investigation.
- Staff members are expected to immediately intervene when they see a bullying incident occur.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.

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